


	<b>Direct Instruction</b>
	<ul style="list-style-type: none"> <li>■ Delivery mode</li> <li>■ Didactic, expository, or traditional style</li> <li>■ Knowledge is passed on from those who know to those who don't.</li> </ul> 

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	<b>Direct Instruction</b>
	<ul style="list-style-type: none"> <li>■ Textbook reading</li> <li>■ Lecture</li> <li>■ Teacher-centered questioning and planning</li> </ul> 

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	<b>Direct Instruction</b>
	<ul style="list-style-type: none"> <li>■ Tends to be used for teaching facts, rules, and action sequences.</li> <li>■ Tends to focus on teaching units of the content so they can be <u>remembered</u>.</li> <li>■ Tends to focus on the lower levels of the cognitive domain.</li> <li>■ Questions tend to be convergent.</li> </ul> 

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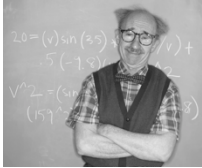
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	<h2 style="text-align: center;">Direct Instruction</h2>
	<ul style="list-style-type: none"> <li>■ The abstraction or concept to be taught is stated by the teacher <u>before</u> examples are given, and then the examples are provided to help illustrate the abstraction.</li> </ul> <div style="text-align: center;">  </div>

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	<h2 style="text-align: center;">Sequence of a Direct Teach</h2>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; text-align: center;">             Input (whole class instruction)           </div> <div style="font-size: 2em;">→</div> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; text-align: center;">             Guided Practice (students are working with assistance)           </div> <div style="font-size: 2em;">→</div> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; text-align: center;">             Independent Practice (each student is working by him/herself)           </div> </div>

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	<h2 style="text-align: center;">Advantages of Direct Teaching</h2>
	<ul style="list-style-type: none"> <li>■ Because the questioning tends to be convergent, this approach tends to be more time-efficient than indirect, discovery, or inquiry lessons that have a lot of groupwork and student interaction.</li> <li>■ Because it is teacher-directed, this type of lesson gives the teacher more control.</li> <li>■ Less skill in questioning is required; hence, there is less need for skilled classroom interaction.</li> </ul>

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